

AL.7.1304  
C.2

CANADIANA

AUG 15 1993

*June 1993*



***English 33***  
***Part A: Written Response***  
***Grade 12 Diploma Examination***



Copyright 1993, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2. All rights reserved. Additional copies may be purchased from the Learning Resources Distributing Centre.

**Special permission** is granted to **Alberta educators only** to reproduce, for educational purposes and on a nonprofit basis, parts of this examination that do **not** contain excerpted material **only after the administration of this examination**.

Excerpted material in this examination **shall not** be reproduced without the written permission of the original publisher (see credits page, where applicable).

**June 1993**  
**English 33 Part A: Written Response**  
**Grade 12 Diploma Examination**

**Description**

**Part A: Written Response** contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections:

• **Section I:**  
**Personal Response to Literature**

*Suggested time*

75 minutes

*Value*

50% of the Part A mark

... Page 2

• **Section II:**  
**Functional Writing**

*Suggested time*

45 minutes

*Value*

30% of the Part A mark

... Page 13

• **Section III:**  
**Response to Visual Communication**

*Suggested time*

30 minutes

*Value*

20% of the Part A mark

... Page 22

Total time allotted: 2 1/2 hours

**Instructions**

- Read the **whole** examination before you begin to write.
- Follow instructions carefully.
- Complete **all three** assignments.
- Space is provided in this booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use a nonelectronic English language dictionary and a thesaurus, but you may not use any other reference materials.
- Budget your time carefully; the suggested time for each section is a guideline for you.
- Do not write your name anywhere in this booklet.



**SECTION I: PERSONAL RESPONSE TO LITERATURE**  
(Suggested time: 75 minutes)

Read the excerpt from the novel *The Prince of Tides* and complete the assignment that follows.

**from THE PRINCE OF TIDES**

*The Prince of Tides is about the Wingo family's struggles against class barriers between the rich and poor people in their South Carolina town. In this excerpt, the narrator recalls an incident from his childhood.*

In springtime my mother would wear gardenias in her hair. When she came into our room to kiss us good night, a flower would blaze like a piece of white jewelry stolen from a king's greenhouse. When the gardenias had exhausted themselves on the bush and the bruised flowers lay on the ground, haunting the air with their sweet decay, we knew the roses would not be far behind. We could annotate the spring and summer days by noticing the movable garden set daily in our mother's hair. To see a woman lift her arms and place a flower in her curls is still an act of indescribable delicacy and beauty to me. In that sensual gesture, I have placed all the sadness and pity of lost mothers. And it was from this innocent and charming habit that I learned my first unforgettable lesson about the disfiguring cruelty of class in my own southern town. There would be many more, but none of them hurt as much as the first one; none of them do I remember with such authentic clarity.

My mother always wore her gardenias when she shopped in Colleton. Though she seldom bought much, she loved the rituals and courtesies of small-town shopping, the pleasantries exchanged over counters, the cheerful gossip of shopkeepers, and all the streets alive with the commerce of neighbors. She dressed carefully on those days when she went downtown. Walking down the Street of Tides, Lila Wingo was the prettiest woman in Colleton and she knew it. It was a joy to watch her walk, to see the eyes of men attendant and respectful as she approached. The eyes of women registered something else when my mother passed. I watched the women of Colleton withhold approval as my mother made her way past storefronts, pausing briefly to admire her reflection in the window and to note the stir she made in her lovely passage. She moved with a flawless coherence of instinct but she moved with beauty alone. With a gardenia in her hair and her make-up artfully applied, she entered Sarah Poston's dress shop in May of 1955. She said "Good morning" to Isabel Newbury and Tina Blanchard, who were looking at dresses for the annual spring ball of the Colleton League. Mrs. Newbury and Mrs. Blanchard returned her greeting politely. My mother took a dress she could not afford from the rack and went to the dressing room in the back of the store to try it on. My brother and I were looking at fishing rods in Fordham's Hardware. As she stood in the dressing room, she heard Isabel Newbury say to her friend, "I shouldn't be surprised if Lila attended galas with a rose hanging out of her mouth, snapping her fingers like a

*Continued*

flamenco dancer. Her instinct for acts of questionable taste is unerring. I'd like to pull those flowers out of her hair and teach her how to do her nails."

My sister was in the booth with my mother when those words were spoken. Isabel Newbury had not seen them walk back to the dressing room. My mother smiled and put her fingers to her lips. Then she turned back to look at herself in the mirror. She reached up and took the gardenia from her hair and tossed it into the wastepaper basket. Then she studied her nails. They stayed in that dressing room for an hour as my mother pretended to be making up her mind about buying that dress she could never afford. And from that day on we never saw her adorn her glorious hair with a single blossom, nor was she ever in our long childhood invited to a single gala. I missed those gardenias and those times she would pass me in the house and I would catch the sweet-smelling passage of her, that irresistible tunic of perfume she carried with her, attractive to bees and worshipful sons. I cannot smell a gardenia today without thinking of my mother the way I did when I was a boy, and I cannot think of a woman's fingernails without hating Isabel Newbury for stealing the flowers from my mother's hair.

Pat Conroy

## THE ASSIGNMENT

In the excerpt from *The Prince of Tides*, the narrator describes how people may be affected either directly or indirectly by the opinions of others.

**Do you believe that we are more influenced by the approval or disapproval of others than by what we think of ourselves?**

In your writing, you should

- consider the incident described in the excerpt
- use your own experiences and/or observations to support your opinion

You may also refer to other literature you have studied.

Present your ideas in PROSE.

Pages are provided for planning and drafting and for your revised work.



## Section I: Personal Response to Literature

### PLANNING AND DRAFTING

There is additional space for planning and drafting on pages 6, 8, and 10.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on pages 8 and 10.



## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for revised work on pages 9 and 11.

## Section I: Personal Response to Literature

### PLANNING AND DRAFTING

There is additional space for planning and drafting on page 10.



## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for revised work on page 11.

## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**



## Section I: Personal Response to Literature

REVISÉD WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**GO ON TO SECTION II**



## **SECTION II: FUNCTIONAL WRITING**

**(Suggested time: 45 minutes)**

Use the situation described below to complete the assignment that follows.

### **THE SITUATION**

The Nalwen Town Council has agreed to a request from Nalwen's Teen Committee to use the old library building as a teen centre. The Council has also agreed to provide funding for program materials. As part of the agreement, Nalwen teens are to inform the Council of the activities they propose for the centre and of the materials and/or equipment needed for these activities.

As the president of Nalwen's Teen Committee, you are responsible for writing a letter to the Nalwen Town Council thanking the members for granting Nalwen teens a centre. You are also responsible for providing the town councillors with the information that they have requested.

### **THE ASSIGNMENT**

**Write a letter to the Nalwen Town Council thanking the members for agreeing to establish a teen centre. Outline the programs that the teens would like to have in the centre and provide the information requested about the materials and/or equipment needed for these activities.**

In your letter, BE SURE to

- state your purpose
- outline activities that your committee is planning
- provide details about the materials and/or equipment needed for these activities
- use an appropriate tone

PLEASE NOTE: Letter format has been provided beginning on page 15.  
Sign your letter PAT JONES, Nalwen's Teen Committee.

*Continued*

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on pages 16 and 18.

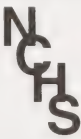


Section II: Functional Writing

REVISED WORK

Nalwen Composite High School

432 Park Crescent, Nalwen, Alberta T6R 1P1



June 14, 1993

Nalwen Town Council  
209 Nalcreek Drive  
Nalwen, Alberta  
T9R 3P3

Dear Town Councillors:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

There is additional space for revised work on pages 17 and 19.

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on page 18.

## Section II: Functional Writing

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for revised work on page 19.



## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

## Section II: Functional Writing

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





**GO ON TO SECTION III**

### SECTION III: RESPONSE TO VISUAL COMMUNICATION



*Continued*

### **SECTION III: RESPONSE TO VISUAL COMMUNICATION**

**(Suggested time: 30 minutes)**

Examine the photograph on page 22. Write a unified and coherent composition in response to the assignment that follows.

#### **THE ASSIGNMENT**

**What idea(s) does the photograph communicate? Explain how the details in the photograph and the photographer's choices reinforce the idea(s).**

#### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on pages 24 and 26.



### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

There is additional space for planning and drafting on page 26.

### Section III: Response to Visual Communication

## REVISED WORK

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for revised work on page 27.

### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

### Section III: Response to Visual Communication

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



### **Credits**

From *The Prince of Tides* by Pat Conroy. Copyright © 1986 by Pat Conroy. Reprinted by permission of Houghton Mifflin Co. All rights reserved.

Joseph McNally. Photograph reprinted by permission of Joseph McNally Photography.

***Do Not Write  
On This Page***



Name

Apply Label With Student's Name

English 33: Part A

# English 33: Part A

## June 1993

(Last Name)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Name:

(Legal First Name)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Date of Birth:

Y

--	--

M

--	--

D

--	--

Sex:

--

Permanent Mailing Address:

(Apt./Street/Ave./P.O. Box)

(Village/Town/City)

(Postal Code)

School Code:

--	--	--

School:

Signature:

No Name

Apply Label Without Student's Name

English 33: Part A

For Department Use Only

M1

--

M2

--

M3

--